DOCUMENT RESUME

ED 101 415 95 EA 006 465

TITLE	Participative Decision Making. The Best of ERIC Series, Number 7.
INSTITUTION	Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Mar 75
CONTRACT	OEC-8-080353-3514
NOTE	5p.
AVAILABLE FROM	ERIC/CEM, University of Oregon, Eugene, Oregon 97403 (Free)
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	*Annotated Bibliographies; Bibliographies; *Conflict; *Decision Making; Decision Making Skills; Elementary Secondary Education; Governance; Job Satisfaction; Participant Involvement; *Participation; Principals; School Administration; Student Participation; *Teacher Administrator Relationship; Teacher Participation

ABSTRACT

The 21 sources in this annotated bibliography--all of which are in the ERIC system--represent a wide range of thought on the pros, cons, and methods of involving various groups of people in the school's decisionmaking process. The bulk of the articles and documents are concerned with the desire of teachers and students to be included in decisionmaking and with administrator responses to this desire. Discussion of the often overlooked controversy over the inclusion of principals in district-wide decisionmaking is also included. (Author)

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The Best of ERIC

Clearinghouse on Educational Management

Number 7 March 1975

The Best of ERIC presents annotations of ERIC literature on important topics in educational management. The selections are intended to give the practicing educator easy access to the most significant and useful information available from ERIC. Because of space limitations, the items listed should be viewed as representative, rather than exhaustive, of literature meeting those criteria.

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This bibliography was prepared by the ERIC Clearinghouse on Educational Management for distribution by the Association of California School Administrators.

Participative Decision Making

Belasco, James A., and Alutto, Joseph A. "Decisional Participation and Teacher Satisfaction." *Educational Administration Quarterly*, 8, 1 (Winter 1972), pp. 44-58. EJ 050 790.

This is a fairly technical report that remains accessible to the statistically maladroit and that carries some interesting conclusions. The study establishes three levels of decisional participation (deprivation—the teacher participates in fewer decisions than he would like, saturation—the teacher participates in more decisions than he would like, and equilibrium—the teacher participates in about as many decisions as he would like) and correlates these levels with teacher satisfaction as measured by the teacher's willingness to leave the district or school.

In general, the authors found that satisfaction levels do vary, that teachers who were decisionally deprived were less satisfied than others, and that the results were mixed regarding the relation between satisfaction and organizational outcomes.

Alutto, Joseph A., and Belasco, James A. "Patterns of Teacher Participation in School System Decision Making." *Educational Administration Quarterly*, 9, 1 (Winter 1972), pp. 27-41. EJ 070 763.

The article is scholarly and somewhat dense, but, like the earlier Belasco and Alutto article, it contains important conclusions and implications.

Alutto and Belasco found that, although teachers suffering from decisional deprivation tend more toward militancy than do other teachers, participation does not necessarily increase teacher commitment to the school—a finding that runs counter to most opinion in the literature.

The authors also note that increasing decisional participation across the board can be harmful in that it can create dissatisfaction among teachers who do not want greater participation. The authors suggest that administrators take into account this divergence in the teacher population when they design participative management programs.

Armstrong, Ronald. *Student Involvement. Analysis and Bibliography Series, Number 14.* Eugene, Oregon: ERIC Clearinghouse on Educational Management, University of Oregon, 1972. 15 pages. ED 060 510 MF $0.75 HC $1.50.

Armstrong very succinctly outlines the three basic reasons students should be included in educational decision-making—to quiet unrest, to teach democratic processes, and to recognize that students are a legitimate interest group that should have representation.

He then discusses numerous ways in which students have become involved. Students are now included in decision-making affecting such areas as advisory committees, instructional methods, curriculum planning, and ad hoc committees. An extensive bibliography is included.

Beaubier, Edward W., and Thayer, Arthur N., editors. *Participative Management—Decentralized Decision Making: Working Models. A Monograph.* Burlingame, California: California Association of School Administrators, 1973. 87 pages. ED 073 542 MF $0.75 HC $4.20.

As the editors stress, this monograph emphasizes what is being done in school districts that have working models of decentralization and participative management. For this reason the monograph contains a great deal of practical information. Unfortunately, however, the extensive use of selections from school district papers makes the monograph seem somewhat disjointed.

The sixteen school districts that supplied the information for the monograph are listed.

Blumberg, Arthur; Wayson, William; and Weber, Wilford. "The Elementary School Cabinet: Report of an Experience in Participative Decision-Making." *Educational Administration Quarterly*, 5, 3 (Autumn 1969), pp. 39-52. EJ 010 933.

This article reports on the experience of one of its authors in initiating a participative decision-making process in a large elementary school. The change began when the new principal created a faculty cabinet to advise him. Later the cabinet became a decision-making body that could make decisions over the principal's objections.

The authors observe that the cabinet seems viable, that the participative mode of decision-making does not mean the principal will lose influence over the school, and that the most critical variable is the principal's "attitude set-behavior mix." The autnors suggest that participative decision-making in the schools can have the same kind of effect that Likert foresaw in industry: "the closer a system moves toward a participative model the more productive it becomes."

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Brown, P. S. E. "Teacher Participation in Decision-Making." *School Progress*, 40, 5 (May 1971), pp. 38-39. EJ 037 375.

In this brief article about Canadian education, Brown advocates a radical plan of teacher-principal cooperation that should be of interest to American educators. The plan is offered as a method of resolving the conflicts that often arise when teachers and boards negotiate over working conditions. Brown thinks the real conflict in such negotiations is over the teachers' desire to make decisions and the board's resolve to fulfill its legal obligations.

Under Brown's plan, the principal's budget proposal would change. Instead of describing the activities he wants to support, the principal describes the results he expects to achieve. As Brown notes, the principal would not be in a position to make such a proposal unless he had the support of his teachers, who would help to plan the proposal. The teachers would be free to devise their own activities and methods for reaching the goals that had been mutually set. The author hopes that such a plan will satisfy the teachers and the boards and prevent disruptive negotiations over working conditions.

Center for New Schools, Inc. *Decision-Making in Alternative Secondary Schools. A Report from a National Conference. (Woodstock, Illinois, February 1972.)* Chicago and Paris: Center for New Schools, Inc., and United Nations Educational, Scientific, and Cultural Organization, 1972. 81 pages. ED 083 697 MF $0.75 HC $4.20. (Also available from Center for New Schools, 431 South Dearborn Street, Suite 1527, Chicago, Illinois 60605. $2.75.)

This lengthy report should be of interest to all persons looking at participative decision-making. The 31 participants at this conference examined the importance and scope of decision-making in alternative schools, discussed specific problems, and offered some suggestions.

They noted that many of the problems and concerns of the alternative schools were similar despite the schools' attempts to build individual programs. The problems that have arisen in these schools are also present to some extent in traditional schools and will probably crop up more and more as students, faculty, and parents are included in decision-making.

Cooke, Robert A., and Coughlan, Robert J. *Survey Feedback and Problem Solving with Complementary Collective Decision Structures.* Paper presented at American Educational Research Association annual meeting, New Orleans, February 1973. 39 pages. ED 079 852 MF $0.75 HC $1.85.

Beneath the jargon and abstract phrases is a theoretical model that may be of interest to a number of administrators. The Cooke and Coughlan model recognizes two decision-making structures in the school organization—the authority (vertical) and the collective (horizontal). Authority decisions are made at the upper level of the administration; collective decisions are made by consensus of all the people involved no matter what their level. The authors call for the implementation of collective decision-making to complement the authority method.

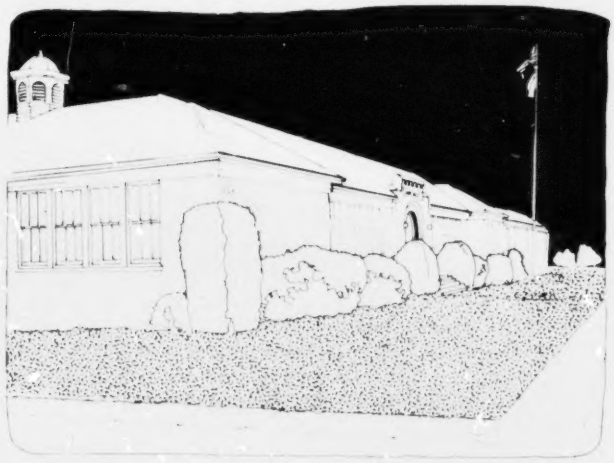
The model uses survey feedback and collective action to work on problems identified by the concerned group. The authors feel that their model will lead to greater teacher satisfaction with their roles.

Glatthorn, Allan. "Decision Making in Alternative Schools." *NASSP Bulletin*, 57, 374 (September 1973), pp. 110-119. EJ 083 876.

This article is based on the assumption that "it well may be that the most significant characteristic of alternative schools is not their curriculum or community involvement but their governance." Glatthorn, while acknowledging that each alternative school tries to develop its own decision-making system, outlines the most common and functional organizational structures of alternative schools. The structures include a board, a leader, a staff that meets regularly, a method of having school-wide and primary-group meetings, and special committees.

Glatthorn emphasizes that the school's decision-making process or procedure must work within the school's organizational pattern and that, whatever the school's process, it should be efficient, rational, humanistic, and unifying.

Glatthorn's discussion of the need for structure in schools as well as his outline of decision-making processes are well worth examination. The structures and processes discussed have applications in conventional schools.



Jackson, Shirley A. *Shared Curriculum Decision Making and Professional Negotiations. A Position Paper.* Normal, Illinois: Illinois Association for Supervision and Curriculum Development, 1971. 23 pages. ED 083 731 MF $0.75 HC not available from EDRS.

The Illinois Association for Supervision and Curriculum Development recommends the establishment of a curriculum council as a means of avoiding two evils: a curriculum that cannot be influenced by the people who are affected by it, and a curriculum that is subject to being modified by collective negotiations.

The committee feels that people who are affected by the curriculum (students, parents, teachers, the community) should have a voice in what goes into it. However, some aspects of the curriculum (period length, objectives, textbook selection, and the like) should not be subject to negotiation because the skills of the negotiator may have more to do with the negotiation's outcome than the needs of the students do.

The proposed council would be made up of representatives of the administration, faculty, parents, students, and any other group that has an interest in the curriculum. What the contributions of each interested group may be, how the council would function, and other topics are discussed.

Lovetere, John P. "Student Involvement on School Committees." *NASSP Bulletin*, 57, 373 (May 1973), pp. 132-137. EJ 076 885.

In response to a one-day boycott of the school's cafeteria, the administration of Old Orchard Junior High School in Skokie, Illinois, acknowledged the students' right to petition and air grievances, but suggested that a multilevel committee was the proper forum. The multilevel committee was so successful in resolving the causes of the boycott that committees

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composed of students, faculty, administrators, and, sometimes, parents were established to deal with dress codes, student government, and the library. Later, a permanent Student/Faculty Advisory Council was established.

The council is not a decision-making body in itself but it does involve students and faculty by giving them a voice in decisions and an opportunity to learn how decisions are made. Lovetere observes that "the process used was always successful in defusing situations or bringing solutions that were satisfactory to the publics involved."

Robinson, John W. *The Principal as Decision-Maker: Can Anyone Agree? Oregon School Study Council Bulletin, Volume 14, Number 7.* Eugene, Oregon: Oregon School Study Council, University of Oregon, 1971. 29 pages. ED 079 846 MF $0.75 HC $1.85. (Also available from Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403. $1.00.)

This study of role expectations among principals, teachers, superintendents, and board members is reported against the background of a lengthy introduction documenting the pressure teachers are exerting for increased participation in the decision-making process.

Robinson tested the levels of agreement within the above groups on the principal's role in decision-making in the areas of personnel, administrative organization, and curriculum. He observes that principals are in more agreement with superintendents than with teachers and boards and that principals are more accurate in determining teachers' attitudes than are superintendents and boards.

Not surprisingly, he concludes that teachers want a larger role in decision-making than principals, superintendents, and boards are willing to allow. However, he also found that the administration and boards do not view teacher demands as excessive or strongly militant.

Schmuck, Richard A. "Developing Collaborative Decision-Making: The Importance of Trusting, Strong and Skillful Leaders." *Educational Technology*, 12, 10 (October 1972), pp. 43-47. EJ 075 634.

Schmuck discusses how educational leaders can share power in a way that benefits the school but does not reduce their control. At the heart of such sharing is decision-making through consensus. Consensus decision-making does not mean that all involved agree but that everyone understands the issue, has an opportunity to express his feelings, and is willing to give the decision a try.

Although rooted in scholarship, Schmuck's article emphasizes brief but detailed examples of collaborative leadership that he has witnessed in the schools. These examples are from four levels: the superintendent, principal, team leader, and classroom teacher. In each case he stresses how collaborative decision-making can improve group problem-solving and raise the level of commitment to implementation of the group's decision.

Schmuck, Richard A. and Nelson, Jack E. *The Principal as Convener of Organizational Change. Research Reports in Educational Administration, Volume II, Number 2.* Boulder, Colorado: Bureau of Educational Research, University of Colorado, 1970. 21 pages. ED 060 521 MF $0.75 HC $1.50.

Like the Schmuck article, this report focuses on the group decision-making processes in the school. Schmuck and Nelson emphasize the principal's emerging role as one that calls together groups of faculty and assists them in arriving at decisions. To be successful in this new role, the principal must desire to share power and be knowledgeable about group processes and techniques.

The authors assume that the organizational processes, the interaction between people and materials, have a great effect on staff commitment and on the educational climate in the school.

Scribner, Harvey B. "Community Involvement in Decision-Making." Speech given before National School Boards Association Summer Institute, Hanover, New Hampshire, August, 1972. 13 pages. ED 066 816 MF $0.75 HC $1.50.

This is a brief but provocative paper in which the author (chancellor of the New York City public schools) advocates a "new politics" of educational leadership. This new politics centers on reform of the way policy decisions are made in the school system. Scribner notes that the people whose lives and opportunities are most determined by the schools—students and parents—have the least effect on school decisions and policies. Because they lack influence, parents and students are often apathetic, angry, and frustrated.

The author advocates establishing a method of governing each school that would involve faculty, students, and community groups. If this were to happen, each school could be a model of democracy; students and parents, who have certain rights that come as a part of "owning" the public schools, could exercise influence over the operation and evaluation of the schools.

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Steinberg, Lois S. *Participation and Representation in an Age of Decentralization and Alternatives.* Paper presented at American Educational Research Association annual meeting, Chicago, April 1974. 31 pages. ED 089 417 MF $0.75 HC $1.85.

This paper is more substantial than most read at meetings. It focuses on the "parental influentials" in a suburban school district and their understanding of the decision-making structure in that district. The author is interested in the effect that the trend toward acceptance of decentralization and alternatives in education has on parent participation and on the school's provision of options to meet differing student needs.

Although the district examined had created two structures that were to encourage and focus parent participation in the decision-making process, Steinberg concludes that, usually, parents were unable to influence educational programs. For the most part, the reasons lay with school administrators who prevented a cross-section of parent views from being represented. These administrator tactics were the major source of school-community conflict in the district.

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Stemnock, Suzanne K. *Framework for Student Involvement. Circular No. 6, 1970.* Washington, D.C.: American Association of School Administrators, and National Education Association, 1970. 34 pages. ED 047 384 MF $0.75 HC not available from EDRS. (Available from Educational Research Service, Inc., 1815 North Fort Myer Drive, Arlington, Virginia 22209. $1.25, quantity discounts.)

The information presented in this paper came from 74 school systems that responded to a request for details on their student involvement programs. By its nature, this is not a rigorous explanation of the whys and wherefores of student involvement; it is a sourcebook that briefly outlines the various kinds of plans in operation throughout the country.

Most of the paper is given to tables displaying pertinent information on student representation on advisory committees, on districtwide and individual school curriculum committees, and on ad hoc advisory committees. Board of education and professional association policy statements are included. The responding schools are identified.

Wyant, Spencer. *Power to the Pupil: An Annotated Bibliography of Student Involvement, Student Power, and Student Participation in Decision-Making in Public Secondary Schools. An Occasional Paper.* Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1973. 37 pages. ED 089 462 MF $0.75 HC $1.85. (Also available from Publications Department, CEPM, 1472 Kincaid Street, Eugene, Oregon 97401. $0.75.)

Wyant's 103-item annotated bibliography covers a large part of the literature on student involvement and administrator response to it. The annotations and the selected index, as well as the author's list of his favorite and especially important items, help the reader pinpoint the articles and books he may want to read. A personal and insightful discussion of the literature and student efforts to become involved in the school decision-making process precedes the bibliography.

Wyant's position is suggested in his title. He notes that the literature indicates that "the educational establishment's attention has been devoted more to devising workable means for containing insurgency than to addressing the fundamental issues that might open the way to substantial changes."

Wynn, Richard. *Theory and Practice of the Administrative Team.* Arlington, Virginia: National Association of Elementary School Principals, 1973. 52 pages. ED 082 367 MF $0.75 HC not available from EDRS. (Available from National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209. $4.00.)

This monograph differs from most of the other publications discussed here because it deals with involving principals in decision-making. Wynn explains why some principals feel left out of the district decision-making and offers reasons for interest in the administrative team concept.

Several models of administration are presented in chart and discussion. The models are concerned with the involvement of various administrators in the processes of goal-setting, planning, organizing, coordinating, communicating, decision-making, directing, and evaluating.

Wynn defines the administrative team, outlines prerequisites of the successful team, and assesses the impact of contemporary forces on the team. He concludes that a failure to meaningfully involve the administrative staff in the administrative processes "can impair the quality of administration and ultimately the quality of educational opportunity for our students."

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